**Title** : Argumentation Rubric—Middle School- Revised

**Description** : A rubric in student language used by middle school students to create an argument that meets high standards of quality.

**Keywords** : Communication, evidence, reasoning, claims, viewpoint, evidence, audience

**Instructions** : Assess your ability to form and defend your opinions using this rubric.

**Grade Level** : 6-8

**Type of Assessment**: Critical Thinking

|  | **4** | **3** | **2** | **1** |
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| Claim | I clearly state a claim that expresses a reasonable position on a topic. | I clearly state a claim that expresses a position. | With help, I state a claim that expresses a position. | I do not state a claim, and I confuse claims with other kinds of statements. |
| Evidence | I apply standards of quality to the evidence I use to support my claim. | I use evidence from good sources to support my claim. | I support my position with evidence, but some of my evidence may be irrelevant or come from unreliable sources. | I often use poor-quality evidence to support my claim. |
| Qualifier | I am able to identify and use qualifiers in order to limit a claim. | I can identify a qualifier and understand that it limits a claim. | I can identify a qualifier. | I do not understand how to use a qualifier in a claim. |
| Quality of Evidence | I predict what people who disagree with my position will say, and I address their points in my argument. | I explain why positions I do not agree with are wrong. | I sometimes do not address positions that disagree with my position in my argument. | I do not address positions that disagree with my position in my argument. |
| Reasoning | I clearly and thoroughly describe the chain of reasoning in the use of evidence in support of a claim | I can identify the reasoning used for some evidence in support of a claim. | With help, I can identify some of the strategies used to support a claim. | I do not understand how to use reasoning to support a claim. |
| Counter Arguments and Rebuttals | I consider the characteristics of my audience when I form an argument against a claim, and I include information that is most likely to persuade my audience to agree with my claim. | I think about my audience when I organize my argument against a claim, and I address my audience’s concerns and needs. | I try to think about my audience when I form my argument against a claim, but I often fail to address my audience’s concerns or needs. | I do not think about my audience’s needs or concerns when I put together my argument. |
| Citations | I cite sources correctly when I use information developed by others. | I usually cite sources correctly. | Sometimes, I forget to I cite sources or cite them incorrectly. | I do not cite sources, or I cite them incorrectly. |
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